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We wish, as a matter of patriotic pride, that more Americans had been drawn upon. Lowell is the solitary American poet—we wish that he might stand in a range. We could suggest a dozen of Lowell's countryman as available for the editor's purpose as any British authors quoted by him.

We wish that the editor had not so vigorously emphasized beauty as the essence of literature, and that he had not told the student so unqualifiedly that reading is for the sake of sensations, æsthetic enjoyment. Beauty may be the essence of poetry and the reading of this may be for sensations; but the bulk of literature is prose, and the burden it carries is thought, and thought is pebulum for the intellect.

We wish that the editor's condemnation of learned annotating had been less sweeping, and that he had not been so confident that the knowledge of allusions and of verbal and archæological suggestions should be adjourned to advanced classes and to the special student. Would not, for instance, even the less advanced pupil be helped to the meaning and so to the beauty of this line in Longfellow's *Birds of Killingworth*, "Give us, O Lord, this day our daily bread," if told by the annotator that *Lord* meant loaf gainer and distributor? Has not the added knowledge been a help and not a hindrance? Feeling, sensation, enjoyment wait upon knowing. And lastly and *leastly* we wish that the proof-reader had wiped his spectacles a little oftener.

Brainerd Kellogg.

Brooklyn Polytechnic Institute.

Geographical Illustrations. By WILLIAM MORRIS DAVIS, Professor of Physical Geography in Harvard University.

Nothing in modern educational experience is more delightful than the new-found interest of the college men in the work of the lower schools. Such interest, like the quality of mercy, is twice blessed, enriching the giver as truly as the recipient. We may hope that when it has become universal and habitual, as it now is individual and occasional, a long stride will have been taken toward the establishment of teaching upon a professional basis beyond question.

The pamphlet before us had its origin in a desire to stimulate teachers of geography in elementary schools to better work. It embodies an address given (without notes) to the American Institute of Instruction at Narragansett Pier in the summer of 1892. The "illustrations" were drawn from an area familiar to the teachers present, and were made charmingly *objective* before the audience by the use of maps, relief models, and blackboard drawings with colored crayons, which grew under the speaker's hand, (even as the address proceeded), to new meaning and fuller force. The pamphlet, of course, is more instinct with life to those who heard it, than it can be to those who simply read it; but every

teacher of geography will be the stronger for the simple reading of it.

Professor Davis begins by calling attention to the two kinds of forces, the one constructive, the other destructive, on which the surface of the land depends for its form. Any particular spot may have been thrown up as a sand dune, or heaped up as a volcanic cone, or uplifted as a broad plateau, or crushed together and thrust aloft as a mountain range. But however constructed, as soon as formed, it suffers waste from the destructive processes of the atmosphere, and this waste material is washed down the slopes by streams and rivers toward its ultimate goal, the sea. Thus arises a whole sequence of topographical forms which are termed respectively, adolescent, mature, or old. The destructive processes do not wait for the construction to come to an end, but interrupt it at any stage; on the other hand, before the land area can be denuded to its baselevel, renewed construction often interferes. Thus composite topography occurs, and in New England it appears in great variety, and with surprising distinctness.

After a plea for the study of physical geology, *i. e.*, for a knowledge on the part of teachers of the general principles of changes of level, deformation, volcanic action, and especially of denudation, he takes Rhode Island as a field for illustration. Along the southern coast of the state he finds numerous sand bars swinging from headland to headland in long curves concave to the ocean, and shows them all to be products of work by the sea-shore waves,—an adolescent coast line. The headlands have been somewhat worn back into cliffs while sand bars are built across the bays, thus simplifying the coast line from its original equality. Then the author points out larger instances of similar wave work,—the harbor of Duluth, the Kurish harbor of the Baltic, the joining of Gibraltar to the mainland, of Cape Town to Africa, and, as a case yet incomplete, the formation of Adam's Bridge between India and Ceylon. The little sand bars enclosing ponds about Point Judith are types of the long bars of the middle and South Atlantic coasts. The low cliffs remind us of the bolder examples elsewhere, the chalk cliffs of Southern England, the cliffs of Ireland, Scotland, and the Shetland and Orkney Islands. Thus the author teaches us to impress on our pupils both the real meaning of the land as it is now, and the natural relationships that exist between our home district and various parts of the world that are like or unlike to it.

The author passes next to features dependent upon glacial action,—a most interesting field. Then he considers the valleys of the upland, cut out by the atmospheric forces of destruction, and traces them even below the surface of the sea into which the rivers run. Hence he infers a depression of the whole area during their formation. Then he views the New England plateau itself and concludes that the present surface is but the remnant left from the denudation of a mountain range once as high as the

Alps,—that, in fact, the Alps now represent the probable past of New England before it was reduced. He sums up as follows : “Our rugged New England landscape therefore offers in its larger features an excellent example of composite topography. Its upland is the remaining portion of an old lowland carved during a former cycle of denudation ; its valleys mark the adolescent stage of development reached in a later cycle, the change from the earlier to the later cycle being caused by a general tilting and warping of the region, whereby one part of its surface was uplifted. The drowned valleys along the coast mark an episode of depression late in the elapsed portion of the later cycle. The drift hills and gravel plains are the record of a peculiar accident—a glacial invasion—by which the normal advance of the cycle was for a time interrupted. These are the natural relations of our geographical features, and I believe that our plan of teaching should be closely in accord with them.”

The whole pamphlet is thoroughly helpful to teachers of geography. It emphasizes not only the physical element in geography, but also the need of a broad grasp of the subject by the teacher, and of intelligent methods and means of presenting the facts to the pupils. It should be epoch-making through its stimulating effect.

Ray Greene Huling.

High School, Cambridge, Mass.

Select Orations and Letters of Cicero, with an Introduction, Notes, and Vocabulary. By FRANCIS W. KELSEY. Boston. Allyn & Bacon. 1892.

Professor Kelsey, in adding to the number of school editions of Cicero, was evidently prompted by a conviction that there was an advantageous position still unoccupied in the “Battle of the Books.” The book does not, to be sure, add anything new to our knowledge of Cicero, nor would the editor make such a claim for it. It aims merely to present certain important parts of what is already known in the most attractive and impressive form, and in this it is eminently successful. To eight orations of Cicero, viz., *in Catilinam* (I–IV), *de imperio Cn. Pompei*, *pro Marcello*, *pro Archia poeta*, *in Antonium* (IV), are added forty-six of his letters, selected from those written to members of his family, to Atticus and to other friends. The purpose of this addition is to introduce to the school-boy a side of Cicero’s life and thought which he commonly hears nothing about. The general introduction is divided into four parts. The first reviews the life of Cicero and gives an appreciative account of him as an orator, a writer, and as a man. In the second, after giving a general summary of all the orations, with the date at which each was delivered, the editor takes up each of the eight orations contained in the book, gives an account of the occasion and circumstances of delivery and of the events